



# Rapport 5

Corporate-Higher Education Forum Newsletter

Autumn 1992

## This issue

- New Forum Theme: Higher Education
- K-12 Learning Achievements
- Save May 18!!!

## THE FORUM'S NEXT THEME: NEW VISION FOR HIGHER EDUCATION

At Board meetings July 16 and October 9, Forum directors discussed the shape which should be given to a new theme selected at the 1992 Annual Meeting for discussion and action — The University for Tomorrow. During summer and autumn, John Dinsmore, often accompanied by Gilles Cloutier and Patricia Roman, met with 36 members to confirm their interest in moving in this direction (see later item in this *Rapport*).

The Board has decided to:

- establish a **Steering Committee** to develop a program through which this theme can be further defined for presentation to the 1993 Annual Meeting;
- convene regional meetings or "beehives" in cities across Canada to draw out ideas from members (and prospective members) concerning key areas where the Forum can help higher education to meet the challenges of change;
- propose **Higher Education: Shaping a New Vision** as the theme for the 1993 Annual Meeting, and bring the three key issues which emerge from the beehive sessions to the plenary table and workshops for discussion and action planning.

Members of the Steering Committee which will guide the beehive process and determine the three most important issues for presentation to the 1993 Annual Meeting are:

Earl Orser, Co Chairman  
David Morton  
Jean-Guy Paquet  
Arthur Mauro  
Tony Comper  
Tom Norton, ACCC

Robin Farquhar, Co-chairman  
Elizabeth Parr-Johnston  
Claude Hamel  
Rob Prichard  
Murray Fraser  
Claude Lajeunesse

Conference Board's Education Centre, the London Investment in Education Council and a new Metro-Toronto Learning Partnership.

Over the past several years, Forum members have been supplied with the tools to "think globally and act locally" on K-12 education — to sustain pressure for common goals and high standards in all Canadian schools, and to determine and help design the best support for quality in district education systems.

There is no silver bullet for education. Only where Forum members as institutional leaders are committed to maintaining action over the longer term can the vision of K-12 learning which you have expressed in *To Be Our Best* and *Learning Goals for K-12 Education* be realized.

The opportunities and challenges in our schools are enormous. Forum members who understand them for what they are must decide where and how to respond. Forum staff remain ready to help you in preparing any initiative you decide to take in this context.

## 1993 ANNUAL MEETING, MAY 18, TORONTO

Responding to suggestions offered in evaluation forms and interviews, the Board has decided to change the format of the 1993 Annual Meeting to

- A GALA DINNER MONDAY MAY 17 to celebrate the Forum's 10th birthday.
- A FULL-DAY WORKING MEETING TUESDAY MAY 18 concluding with dinner that evening.
- A SPECIAL OPTIONAL PROGRAM either Monday afternoon May 17 or Wednesday morning May 19.

## THE FORUM'S LEGACY FOR K-12 LEARNING

Forum members can take keen satisfaction in the effect of their work on primary and secondary education, expressed through *To Be Our Best* and *Learning Goals for K-12 Education*. By your willingness to tackle this very complex theme from the unique perspective of universities and business thinking together, you have led in areas where others now follow.

Your achievements are important:

- You have fulfilled a major part of the Forum's mission — to build under-

standing on a significant issue across our two member communities.

- Through Forum publications, your participation in many outreach programs and Forum Symposia, you have ensured that educators, employers, administrators, parents and politicians are now better prepared to assess learning needs and resources in their schools and communities.
- You have played a key role in the creation and orientation of effective interest groups which are undertaking K-12 action while the Forum moves on to other issues — groups such as the

To provide ample opportunity for both discussion and decision-making, focused workshops will complement plenary sessions. Reports on 1992-93 Forum activities will be abbreviated or given as texts. Although the meeting will be more compact, time will be reserved for less structured encounters over meals and during extended refreshment breaks.

The meeting site is the Inter-Continental Hotel in Toronto (Bloor Street near Avenue Road) which offers superior accommodation and meeting space along with the personalized service of a new, smaller hotel. The surrounding area is pleasant for shopping, strolling and entertainment.

### —Your action requested—

Please mark your calendar **NOW** to attend the Forum's 1993 Annual Meeting in Toronto — gala dinner May 17, working session May 18. Further information on the optional special program will follow shortly.

## FORUM'S LEARNING GOALS: MESSAGE OUT - MESSAGES IN

The Forum's most recent publication, *Learning Goals for K-12 Education*, was released in early September. Over 1100 copies are now in circulation, targeted to readers of *To Be Our Best* and a cross-section of leaders positioned to initiate the changes called for in the report. A cover letter accompanied each copy drawing attention to the significance of the positions taken and inviting action/reaction.

Responses have been strongly supportive. In virtually every case, those who completed the reply form or wrote letters support Forum positions and affirm their interest in taking action as proposed.

### —Your action

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Along with your copy of *Goals*, you received a sample article/press release which you were asked to place in publica-

tions to which you have access. There has been no response to this request.

Please let Forum staff know when you take this step which will publicize your work in the Forum and extend its effectiveness. Your leadership is important!

### —You can still act . . . —

Our offer of multiple copies of *Goals* at modest cost (\$10 for 10 copies) has brought 27 large orders from groups intending to use our publication as the basis for discussion and possible action by their organizations. Most are schools boards, home & school associations and teachers' organizations. Faculties of Education at Memorial University and the University of Saskatchewan as well as the campaign office at Queen's University have taken multiple copies. So have Murray Fraser (University of Calgary) and Elizabeth-Parr-Johnston (Mount Saint Vincent University).

We would be delighted to fill bulk orders for more members. The Forum's effectiveness depends on your willingness to promote actively the Forum's work in your institution and in the business and academic associations to which you belong.

## COMPETITION FOR 1993 FORUM AWARDS OPENS

The Call for Nominations for the 1993 Bell Canada and Xerox Canada- Forum Awards went out in mid-October, with nominations invited before **March 1, 1993**. Each member has received 5 brochures designed for use as hand-outs or posters. More are available on request. As well, a draft article for insertion in house publications was provided to expand awareness of the program.

This year's Selection Committee is chaired by Louis Visentin, Dean of Science at Memorial University and a committee member for the past two years. Joining him are former award winners Keith Brimacombe (University of British Columbia) and Gordon MacNabb (PRECARN Associates) along with Jean-Paul Huni (Director of R&D at Alcan International Ltd., Arvida) and Kenneth Powell (Coopers and Lybrand).

### —Action reminder—

Have you placed the article about the Forum Awards which you received with your brochures? Are you planning now to make a nomination for one or both awards?

## FORUM BOARD NAMES COMMITTEES

The following members have assumed special responsibilities within the Forum for 1992-93:

### Administrative and Finance Committee (3 directors)

**Howard Clark**  
**George Cobbe**  
**John Redfern**

### Nominating and Membership Committee (3 directors, 3 members)

**Geraldine Kenney-Wallace**  
**Art May**  
**Bob Pierce**  
**Bill Stinson**  
**David Strangway**

Chairman Gilles Cloutier is a member ex-officio of both committees.

## FORUM RESPONDS TO CMEC'S MISSION STATEMENT

In late September, the Council of Ministers of Education, Canada released a draft mission statement for education and training in Canada. In a press release, the Chairman of CMEC invited input from "partners in education and training", and stressed that the final document, which will be subject to regular review, must describe common values and beliefs shared by Canadians "and the responsibilities of all those involved."

The Board reviewed CMEC's mission statement in the context of Forum positions on K-12 learning. A letter signed by Gilles Cloutier and John Redfern has gone to CMEC's Chairman Tony Silipo (Ontario) making the following points:

- CMEC is to be congratulated for moving toward common goals for education and training in this country, a necessary first step in promoting more focused and effective student learning.
- CMEC's call for high quality **opportunities** for learning should be accompanied by a call for high quality **results**.
- Whereas CMEC states that education should provide **opportunities** for "change in the learner" as the desirable "outcome of all formal and informal education", the Forum believes that education should focus on **achievement to the highest level of each learner's capability** as the desired outcome of education.
- In commenting on rights and responsibilities, CMEC holds only **governments accountable**, assigning educators "a unique social trust" and partners (education administrators) the responsibility to "participate fully". The Forum believes that **teachers and administrators** who are trained to facilitate student achievement should be held **accountable for performance** as professionals.
- The Forum asks **what action** will occur on eight themes which CMEC identifies for "particular emphasis in the coming years". In particular, the Forum calls for specific approaches in four areas: (1) set output **standards** high enough to match global challenges; (2) facilitate **transitions** between education and work; (3) understand and accommodate social and cultural **changes**; and (4) integrate new **technologies** in curriculum and methodology.

Members who would like the full text of CMEC's draft mission statement and the Forum's response (perhaps with a view to reinforcing the Forum's messages with their provincial Minister of Education) are invited to contact Forum staff.

## MEMBERS TALK ABOUT FORUM'S ROLE

At the Forum's Annual Meeting in May, Chairman Gilles Cloutier declared his wish for meetings with individual Forum members to better understand their interests in the Forum. John Dinsmore has met with 36 members to date, accompanied by the Chairman and/or Patricia Roman on several occasions.

Taken together, members' views strongly reconfirm the usefulness of the Forum ("If it didn't already exist, a bunch of us would be trying to invent it!"). The importance of business members' commitment was also emphasized ("Without them, the Forum becomes just another committee of AUCC.").

Opinion on what the Forum should be and do varied somewhat. For some, the Forum is a vital network through which active personal relationships can be developed between the academic and business communities. For others, the priority is ensuring a practical agenda to help resolve key issues of shared interest.

Relevant and timely as the Forum's focus on K-12 has been, many members sense that higher education now needs priority attention (in part because it relates more specifically to members' expertise). Rob Prichard says there is a need for "a radical re-thinking of universities and higher education generally."

Doug Wright points out that "Canada is going through a major restructuring. Because of this, the need for dialogue within the Forum has never been greater." Doug stresses the increasing importance of our ability as a society to use, expand and disperse knowledge. "Most economic activity today is at least in part knowledge-based. Canada has no positive economic future unless we can make effective use of knowledge and ideas."

Several members including Tony Comper, Peter Allen and Larry Clarke are concerned that education does not seem to be a priority value in Canada. Despite heavy public investment, too many people are not getting sufficient formal education to ensure their mobility, access and advancement in good jobs during adult life. Larry in particular sees this reflected in our lowered educational standards and flawed practices. He believes that efforts to understand better how we learn and how to educate effectively are critical needs in our society.

With regard to the format of meetings, both local gatherings of members to discuss specific topics and shorter annual meetings with more focused agendas were favoured by many. Geraldine Kenney-Wallace hopes questions difficult to discuss objectively within the university, such as tenure and differentiation among institutions, can be addressed by the Forum.

Member interviews are continuing. John Dinsmore invites any members who will be in Montreal and could make time available for this purpose to contact him. Those who wish to be part of this consultation process in other cities are also asked to let him know.

## FORUM STAFF IN CIRCULATION

John Dinsmore and Patricia Roman seize occasions to bring Forum messages to appropriate audiences. Their summer/autumn calendars looked like this:

July 14 **Patricia Roman** represented the Forum at the launch of the Corporate Affiliates Program of the Canadian Bureau for International Education in Ottawa. The Forum had been consulted in designing this program because of our work on IB education (*Going Global*). **George Pedersen** was a panelist, and the Hon. Michael Wilson was luncheon speaker.

September 21 At the request of **Robin Farquhar**, **Patricia Roman** met with the AIESEC student planning a national conference on the theme *Education, the Path to International Competitiveness* February 22 to 24 in Ottawa. The meeting is intended to encourage university and secondary school students to understand and take part in discussion of competitiveness/education issues with representatives from business, education and government.

September 21,22 **John Dinsmore** was a panel moderator at an AUCC conference examining international cooperation among universities. Forum members present were **Howard Clark**, **George Ivany**, **Art May** and **Claude Lajeunesse**. Among conclusions: (1) universities must discourage creation of "knowledge blocks" which parallel trading blocks and worsen north-south rifts; and (2) company-university linkages in both home and target countries

can overcome cultural barriers to doing business abroad and reinforce opportunities for education/training contracts.

September 24 **Patricia Roman** was luncheon speaker at the eighth roundtable convened by the Conference Board, Ottawa where 17 organizations shared information on their education-related activities. She described the *Making the Match* research of Jim Rush and Fred Evers as well as presenting an overview of the Forum's current projects.

September 25 The Co-operative Career & Work Education Association of Canada (CCWEAC, the national organization of associations which run high school co-op programs across Canada) is planning to pilot a teachers' co-op program to "produce career-literate students through career-literate teachers." **Patricia Roman** is a member of the Advisory Board for this initiative. Corporate members are the **Royal Bank** and **Dow Chemical**, and the Canadian Teachers' Federation is onside. A July 13 meeting (Montreal) initiated planning and a January 14 meeting (Toronto) should bring a field-tested marketing plan to the table for targeted launch in summer 1993.

September 30-October 1 **John Dinsmore** was invited to attend AUCC's general meeting in Regina where the theme was university governance. **Bill Sibley**, who prepared the Forum's background paper on the university in the 1990's for the 1992 Annual Meeting, took part in the stimulating program chaired by **Geraldine Kenney-Wallace**.

Other speakers included **Gilles Cloutier**, **Paul Davenport**, **Michel Gervais** and **John Panabaker**.

October 16,17 Fredericton was the site of a second national workshop for researchers on education outcomes funded by SSHRC. Several "outsiders" were invited to speak on their expectations from education research, including **Patricia Roman** who cited the importance of clear goals for learning, standards high enough to be globally competitive and valid tests to measure and encourage performance. A copy of her remarks is available.

October 24 **Geraldine Kenney-Wallace** along with McMaster's Chairman of the Board of Governors **Ted Priestner** (Westinghouse) welcomed guests to a dinner in Hamilton honouring retiring chancellor **John Panabaker**. **Patricia Roman** represented the Forum on this occasion when speakers connected John's impact on Canadian higher education to his leadership in the Forum.

October 29 The Canadian Federation for the Humanities announced the third annual winners of its Corporate Humanist Awards at a dinner in Ottawa attended by **John Dinsmore**. Previous winners include **John Panabaker** and **Jon Grant**. This year, Imasco and Canada Post were recognized. **Patricia Roman** serves on the Advisory Board for the awards along with **Lorna Marsden** and **Tim Reid** who was guest speaker at this year's dinner.

## AUCC NOTES TO FORUM MEMBERS

In addition to the newspaper *University Affairs*, Forum corporate members now receive *Notes from AUCC* which provides capsule news on current issues from the universities. The Forum's exploration of the education and training practices of its members and our statement on K-12 learning goals were featured in recent editions.

## NOTABLE QUOTES

We hear that members enjoy and often use quotations which they find in *Rapport*. Here are some additions to your repertoire.

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### *Building Excellence Through Diversity.*

Knowledge has always shaped civilizations, but today it has become the central instrument of power . . . . If we are to embark on the path of renewal for Canada, let us start by recognizing the primacy of understanding, and hence the need to strive for the highest quality in education and research. We shall never achieve this if we refuse to permit differentiation among our institutions of higher learning.

I believe that is a peculiar misreading of the minds of Canadians to suppose us incapable of appreciating diversity. In the eyes of God, and some university presidents, all universities are equal. In the eyes of the readers of this special issue of *Maclean's*, devoted to the range of our universities, the differences that exist are important and advantageous. What we have lacked, until now, has been the determination to build upon them.

John Polanyi in *Maclean's* special issue on *Canadian Universities*, November 9, 1992.

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*What's it like to be a pre-teen today? A Model Program Tells Us.*

The Writers In Electronic Residence (WIER) program run by the Writers Development Trust and Simon Fraser University links students with professional writers who can offer them advice and encouragement. The following poem by Visha Sukdea, a 12-year-old grade 8 student in Brampton, Ontario, shows one result of such collaboration — and how the world looks to this pre-teen!

"My body is a broken potato chip  
Tossed around in a bag  
My ideas are rotten apples  
Poisoning those it touches  
My manners are a mouldy sandwich  
Ignored far too long  
My words are sour grapes  
Awkward and embarrassing  
My life is an assorted lunch  
But certainly no picnic"

Reported in *Children's Book News*, Summer 1992.

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### *Language does More than Communicate....*

"... far from a mere communication device, language is the palette from which people color their lives and culture. Intimately connected to the human experience, language oils the gears of social interactions and solidifies the ephemera of the mind into literature, history and collective knowledge. It is the calling card of the human race; announcing the presence not only of those alive today but, with its deep roots into the past, the ancient ancestors who came before us."

William Allman in an article on common linguistic roots, *U.S. News & World Report*, November 5, 1990.

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### *Responding to the Canadian School Boards Association's Goals*

"Because, as Canadians, we devote a larger proportion of our country's resources to education than probably any other

country in the Western world, it seems to me that we should expect outcomes which are not only comparable but, preferably, superior by world measures. I would hope that our school boards would devise measures of outcomes by which they and we other citizens can feel confident about results. There seems to me to be endless shuffling and 'avoidance' of this topic by education bureaucrats and the teachers' unions."

Earl Orser, letter to CSBA, October 13, 1992.

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### *No more Mr. Nice Guy — Measure up or stay out!*

"The admissions requirements of higher education and employers constitute the de facto exit requirements of our primary/secondary schools. If those requirements are stiff, they will be met. If lax, those too will be met — but seldom surpassed . . . . If we want to cause a real change at the point where the rubber of the schools hits the road to college, we need to influence the actions of . . . young people trying to determine whether there is any real payoff for making the 'right choice': doing another draft of the history paper, spending Saturday in the library, signing up for the more demanding math class, taking a third and fourth year of French, and so on. Our colleges and universities have it within their power to impact directly on those 'rational' calculations, and on the behavior that follows from them . . . . The time has come to put a tough interrogator into the room to help the friendly cop."

Chester Finn in *Raising the Stakes: How Colleges Could Really Improve the Schools*, quoted in *Network News and Views*, July 1992.

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### *Pithy!*

"Universities are at the cutting edge of the status quo."

Quoted by Robin Armstrong at the Forum's 1992 Annual Meeting.

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## Universities Need a New Paradigm

"I am convinced that Canadian universities have been largely driven by internal imperatives and by a paradigm which is at odds with the vision of the roles of universities held by the broader society — and that their role as mass educators is at the heart of this discrepancy. The universities' internal paradigm minimizes institutional loyalties and vision . . . . This paradigm took shape in an atmosphere of generous funding by governments . . . . The internally-driven paradigm is not, in my view, well adapted to mass tertiary and professional education in an era of constraint . . . . My conclusion, therefore, is that Canadian universities must struggle to define new paradigms which are both consistent with their fundamental historic responsibilities and which more closely reflect the needs and demands of their students and of society as a whole. That is the universities' single most important task in the coming decade."

*John Panabaker addressing McMaster University's Board of Governors, as retiring Chancellor, June 11, 1992.*

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## A Similar Judgement, Another Source . . . .

"After decades of rapid expansion, universities find themselves with educational and research programs that have grown by accretion, almost always over-reaching available resources. Now, when difficult choices and pruning of programs are necessary, the collegial community of scholars finds itself in disarray largely because of the growth and specialization of scholarship and the competitive funding system . . . . Issues such as political correctness seem to me much less threatening to the future of the university than the intellectual isolation of its scholars, the separation of the humanities from the sciences, and even of one science from another. Add to these concerns tensions between graduate and undergraduate education, as well as between scholarly isolation and responsiveness to the external community, and one has the basis of a fundamental challenge to the modern university."

*Samuel Thier in his inaugural address as President of Brandeis University.*

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## Second Rate in the Second Millenium?

"What will society be like 25 years from now? One thing is certain. It will still be a world where what we earn depends on what skills we learn; where competitiveness depends not only on how hard we work, but — more important — on how smart we work . . . . A country's ability to compete in the global market depends on the quality of human resources it educates. It is as simple as that. And yet, if current trends continue, Canada will send one million functionally illiterate young people into the work force in the 1990s. We are not meeting the needs of the modern workplace because we do not demand excellence in education. If we accept second rate, we will become second rate. We must demand the best."

*Allan Taylor, quoted by John Raymond in the Globe and Mail of July 24, 1992.*

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## Learning Study and Self-management Skills at School

"I have worked with Toronto-area high-school students since 1989 and have been struck by how poorly equipped most are to make good use of their time in school. The core problem is not so much lack of basics, although this can be a problem, but the fact that children are not being taught skills in two areas, study and self-management, that would help them not just in school but in their lives . . . . One of the most helpful techniques to achieve motivation is specific training in goal-setting. The business world has long recognized the power of setting clear goals; many companies use management-by-objectives performance monitoring systems. Too many students see themselves as passively processing their way through the education system, helpless victims of uncaring teachers and boring subjects, rather than feeling actively in charge . . . . Our school system already faces many pressures and demands. Unless we provide it with a clear mandate and the resources to teach these skills, we will be cheating our young people of the future they deserve."

*Elaine Sigurdson, former management consultant who conducts workshops for high-school students, writing in the Globe and Mail, November 27, 1991.*

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